



Computing at Wolsingham Primary School



Year 1						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Title	Computing Skills Project: Create a morfo booth	Painting Project: How can I create my own Christmas card using a computer?	Online Safety Project: How can I keep myself safe online? <i>To be taught as an individual unit but also throughout the year and as the need arises.</i>	Word Processing Skills Project: How can I create my own poster using a computer?	Programming Toys Project: How do I get a beebot to move where I want it to?	Programming with Scratch Jnr/Daisy Dino Project: How can I get a character to move on screen?
Statutory focus / knowledge and skills	Be able to log onto a computer. Be able to navigate around the screen with a mouse. Be able to independently find and use an app on a tablet.	Be able to navigate around the screen with a mouse. To create something meaningful.	Know that they should always ask an adult before using the Internet Know what to do if they are unsure of something they see whilst using the Internet With support from an adult be able to find information on the internet e.g. Swiggle (https://swiggle.org.uk/)	Be able to log onto a computer. Be able to navigate around the screen with a mouse. Be able to independently find and use an app on a tablet. Know how to type text using space bar for separate words to create something meaningful e.g. using Textease Studio, Word or Pages (iPad).	Know which button on a device represents which action e.g. Bee Bot Know how to program a robot to follow simple sequence of instructions (1-2 turns) Make a simple sequence of instructions / algorithm Be able to make simple predications about an algorithm and a program. The Bee Bot will go.... Be able to change (debug) the program to improve the route	Know how to program a robot to follow simple sequence of instructions (1-2 turns) Make a simple sequence of instructions / algorithm Be able to make simple predications about an algorithm and a program. The Sprite will go.... Be able to change (debug) the program to improve the route
Year 2						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Title	Presentation skills Project: Create a poster for a purpose.	Computer Art Project: Draw or modify my own picture to add to my own poster (must be for a purpose)	Using the Internet Project: Create a poster to show what I have learnt about e-safety. <i>To be taught as an individual unit but also throughout the year and as the need arises.</i>	Programming with toys Project: Move a BeeBot and then a Probot around a maze	Programming using computer software Project: To create a simple animation where a character(s) moves across the screen using computer software.	Using and applying Project: To create a movie trailer based on a fairy tale using animation.

Statutory focus / knowledge and skills	Be able to confidently use pointing device.	Be able to add and create simple images.	Know devices that enable direct communication between people through images and text.	Know how to program a robot to achieve set goal (sequence of 6-7 instructions: maze, point collecting)	Begin to use block programming e.g. Scratch Junior (Alex, Daisy Dino) to complete a simple program.	<i>To create something meaningful using the skills learnt across the year.</i>
	Know how to type and format text including basic punctuation and capital letters using a variety of software. Be able to add and create simple images. Be able to combine simple text and graphics using appropriate software for purpose. Be able to save, retrieve and print work e.g. Create a poster in Word, save it, amend it and print it.	Be able to combine simple text and graphics using appropriate software for purpose.	Know what personal information is and that they should never share this with anyone they don't know. Know that they should tell a trusted adult if they are upset or worried about anything on a device. With support, be able to use a safe search engine	Be able to debug more complex problems e.g. a route on a Bee Bot / Blue Bot/Probot/Alex/Logo etc... maze.	Be able to debug more complex problems e.g. a route on a Bee Bot / Blue Bot/Probot/Alex/Logo etc... maze.	

Year 3

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Title	Word Processing Project: Create a fact file based on the Stone Age	Internet Research and communication Project: Research a subject online <i>To be taught as an individual unit but also throughout the year and as the need arises.</i>	Publisher Project: Design a leaflet/brochure using a design template	Programming with Turtle/Scratch Project: Draw 2D shapes using programming.	Presentation skills Project: Design a simple iMovie or simple PowerPoint.	Using and applying (Programming) Project: Use programming to create a short story.
Statutory focus / knowledge and skills	Be able to log in to computer system as themselves and can find their documents (personal drive) Know how to open shared documents and pictures. Be able to create a meaningful document that contains both pictures and text.	Use a simple password Use a Search engine to find information given key words Know which websites are useful and begin to understand that all might not be trustworthy	Be able to log in to computer system as themselves and can find their documents (personal drive) Know how to open shared documents and pictures. Be able to create a meaningful document that contains both pictures and text.	Be able to use a block program (Scratch Junior, Scratch, Microbit Blocks) to make a simple programme using sequencing and timing. Inputs sets of instructions according to programming language and environment (Logo, Scratch Jnr, Microbit etc..) Use a program Logo or Scratch to draw regular 2D shapes	Be able to log in to computer system as themselves and can find their documents (personal drive) Know how to sequence and add to slides to make a simple presentation using PowerPoint (laptop), Keynote (iPad) or iMovie (iPad). Be able to create a meaningful document that contains both pictures and text.	Be able to use a block program (Scratch Junior, Scratch, Microbit Blocks) to make a simple programme using sequencing and timing. Inputs sets of instructions according to programming language and environment (Logo, Scratch Jnr, Microbit etc..) Use a program Logo or Scratch to draw regular 2D shapes Independently be able to debug basic mistakes (<i>This</i>

				Independently be able to debug basic mistakes (<i>This skill will be gained from repeated programming tasks</i>)		<i>skill will be gained from repeated programming tasks</i> Begin to use conditionals – “If I click here then this happens...”
Year 4						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Title	Word Processing Project: How can we use Word/Publisher to edit and improve?	Programming with Scratch Project: Create a spirograph using programming software.	Online Safety Project: Know how to stay safe online and how to research with increased accuracy. <i>To be taught as an individual unit but also throughout the year and as the need arises.</i>	Presentation skills Project: Design an iMovie or PowerPoint to be presented to the class.	Programming with Kodu Project: Create my own world and program controls to navigate a sprite on a set path.	Using and applying Project: To produce a PowerPoint based on a subject researched using the internet and present.
Statutory focus / knowledge and skills	Be able to save a document in a shared folder and retrieve this to continue working on it (computer) or shared through Airdrop (iPad). Be able to organise their personal folder effectively for instance by organising work into folders for each year at school Know how to change font size and style; include shapes and backgrounds and to use the Spellcheck function To produce a piece of work related to other learning for instance in English or the Humanities.	Be able to use a program to sequence, use conditionals and use a variety of inputs and outputs (Logo/Scratch). Be able to explain how their program works. Be able to modify their program and be able to predict the effects of any changes. <i>Gold shape has example code that children can modify and change (see link below)</i> Know how to break sets of instructions into short steps to achieve goal. e.g. drawing repeated squares to make a pattern	Know that pictures and text share on-line can end up with strangers Reliably know what to do if they are exposed to unpleasant materials on any device (<i>Covered by Internet Legends – above</i>) Know that having a balance of online and offline activities is important. Reliably uses a more complex password to access resources. Know what the key words are to enter into a Search engine to find information they want. Can select useful websites from the results of a search.	To be able to use sequence to create an effective presentation or video using PowerPoint (laptop), Keynote (iPad) or iMovie (iPad). Pupils to sequence key ideas before delivering presentation using Powerpoint (laptop) or Keynote (iPad). Be able to deliver a simple presentation to their peers (as above).	Be able to use a program to sequence, use conditionals and use a variety of inputs and outputs. Be able to explain how their program works. Be able to modify their program and be able to predict the effects of any changes. Know how to break sets of instructions into short steps to achieve goal.	<i>To create something meaningful using the skills learnt across the year.</i>
Year 5						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Title	Word Processing skills	Programming with Scratch	Online Safety	Spreadsheets	Programming with Kodu	Using and Applying

	Project: Create a range of media using appropriate software independently chosen by them.	Project: Create a game world which includes character and background changes.	Project: How can we keep ourselves safe online? <i>To be taught as an individual unit but also throughout the year and as the need arises.</i>	Project: Create a spreadsheet to answer questions.	Project: Create a working game that involves a point system (e.g. maze/collecting coins)	Project: Create a slideshow presentation/imitation web page with animation, timing and sequence to present to be interacted with by peers.
Statutory focus / knowledge and skills	To be able to share their work from their personal folder to work collaboratively with others. Know how to use software to create an effective poster or leaflet. Be able to select the best program for the task.	Use customisation to change a working program to change its effect, for instance backgrounds and sprite in scratch Uses loops to achieve goals	Know the risks posed to them by using Social Media, including understanding that people may not be who they say they are. Know that it is irresponsible to share images of friends on-line without their permission. Know how to report concerns on-line. Know that a balance of online and offline activities is important to maintain good health. Effectively use a search engine to find multiple criteria using AND/OR to refine searches. Know how to compare information from different websites and know that some sites may show bias.	Using software know how to add data into a prepared spreadsheet to answer simple questions.	Use customisation to change a working program to change its effect, for instance backgrounds and sprite in scratch Uses loops to achieve goals Uses variables, conditional sentences (when/then), external triggers and loops to achieve set goals	Independently, prepare an effective presentation to show their learning to others which includes some elements of timing or sequence Programming - Use customisation to change a working program to change its effect (hyperlinks and interactivity)
Year 6						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Title	Word Processing Skills Project: Create a presentation/key facts handout for a topic e.g. WWI using a platform of their choice.	Graphics - Photo Editing Project: Create an edited photograph. <i>(Use to explain that images we see in the real world are often distortions of reality – link to celebs)</i>	Online safety Project: How can we keep ourselves safe on social media? <i>To be taught as an individual unit but also throughout the year and as the need arises.</i>	Programming with Kodu Project: Produce a working game with a timer variable and a points counter.	Film making Project: Create a mini-movie using moving animation.	Using and applying Project: Produce their own 'Unofficial Leavers' Video'. To use edited pictures, filters, text to create a presentation that could be displayed on the website to provide a purpose.

<p>Statutory focus / knowledge and skills</p>	<p>Know how to use the main features of office software to produce suitable documents and presentations for an audience e.g. Microsoft Office or Apple suite. Children to have freedom to choose an appropriate one.</p>	<p>Know how to edit a picture e.g. Paint.net</p> <p>Be able to use layers, add filters, select areas to modify, add text or other appropriate content.</p>	<p>Know how to reduce the risks posed by using Social Media by managing their friends lists and privacy settings.</p> <p>Know that having a healthy balance of online and offline activities is important for health.</p> <p>Know that it is illegal to post or view 'rude' images of children.</p> <p>Know that hacking or misusing someone else's account is illegal.</p> <p>Know that search results can be manipulated by sponsorship and advertising.</p> <p>Know how to validate information found through searches by checking more than one source.</p> <p>Know that some news is 'fake.'</p> <p>http://fakenews.lgfl.net</p>	<p>Use conditional sentences (when/then) to program objects (Kodu, Scratch)</p> <p>As above but use mathematical expressions when constructing conditionals e.g. trigger winning when (If loops >5 then...)</p> <p>Be able to explain what a program might do and accurately predict the effect of changes</p>	<p>To create and sequence a video, add sound effects, transitions and title/subtitles. iMovie – much harder in Windows software.</p>	<p>To be able to use two or more programmes to create a final piece of work. (e.g., edit a picture before inserting into a document).</p>
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